Praxis International Journal of Social Science and Literature
A Peer-reviewed Multidisciplinary e-Journal with SJIR 2025 = 6.034 & ISSN: 2581-6675
Vol. 09, No. 02 (February 2026) DOI: 10.51879/PIJSSL/090208
E-mail: editor.pijssl@gmail.com | Website: www.pijssl.com

OPEN ACCESS

A Comparative Study of General Attitude of High School Students Studying in Government and Private Schools in Relation to their Gender

Dr. Manoj Singh[1], **Dr. Surender Kumar Sharma**[2]

[1] Ph.D in Education, H.P. University, Shimla, Himachal Pradesh.
Email: manojthaper14@gmail.com

[2] Professor of Education, H.P. University, Shimla, Himachal Pradesh.
Email: harmasurender09@gmail.com

Abstract

The present study aimed to find out the General Attitude of High School Students Studying in Govt. and Private School in relation to their gender. A sample of 200 Govt. and private school students was taken from Shimla district of Himachal Pradesh by random sampling technique. Data were collected with the help of Sodhi's attitude scale which was conducted by Dr. T.S. Sodhi (1974). Means. S.D and t-test were used for analysis of data. The finding of the study revealed that there exists significant difference between general attitude of the male students studying in govt. and private schools with respect to teachers and parents and there exist no significant difference between general attitude of the male students studying in govt. and private schools with respect to discipline. At the end of the paper, implications of the study have been discussed.

Keywords: *Student Attitude, High School Education, Government vs Private Schools, Academic Achievement.*

INTRODUCTION

Education is widely regarded as a fundamental instrument for personal development and social progress. At the high school level, students undergo a critical phase of adolescence marked by rapid physical, emotional, and cognitive changes. During this period, the formation of attitudes toward studying becomes highly significant, as it directly influences academic achievement, career aspirations, and lifelong learning habits. The general attitude of high school students toward studying reflects their level of interest, motivation, commitment, and perception of the educational process.

Attitude, in an educational context, can be understood as a predisposition to respond positively or negatively toward academic activities, subjects, teachers, and the learning environment. A positive attitude toward studying often leads to better concentration, persistence, and academic success, whereas a negative attitude may result in disinterest, poor performance, and increased dropout rates. Therefore, understanding students' attitudes is essential for improving the quality of education and fostering meaningful learning experiences.

In recent years, the educational landscape has undergone significant transformations due to technological advancements, evolving pedagogical practices, and increasing competition. These changes have influenced how students perceive and approach their studies. While some students demonstrate enthusiasm, curiosity, and a strong desire to excel, others may experience stress, anxiety, or lack of motivation due to academic pressure, social influences, or inadequate support systems. Consequently, the study of students' attitudes toward studying has gained considerable importance among educators and researchers.

This is an open access article licensed under https://creativecommons.org/licenses/by-nc-nd/4.0

An important dimension in this context is the type of school environment in which students are educated. In many countries, including India, high school education is broadly categorized into government and private schools. Govt. schools are generally funded and managed by the state, often providing education at minimal or no cost, and catering to students from diverse socio-economic backgrounds. On the other hand, private schools are managed by private organizations or individuals and are often perceived to offer better infrastructure, teaching resources, and individualized attention, albeit at a higher cost.

The differences in resources, teaching methodologies, classroom environment, teacher-student interaction, and parental involvement between government and private schools may significantly influence students' attitudes toward studying. Students in private schools may benefit from better facilities, smaller class sizes, and more exposure to extracurricular and co-curricular activities, which can enhance their engagement and interest in studies. Conversely, students in government schools may face challenges such as limited resources, larger class sizes, and varying levels of academic support, which may impact their attitude toward learning. However, it is also important to note that many government schools have dedicated teachers and supportive environments that foster positive attitudes among students.

Given these contrasting educational settings, a comparative study of the general attitude of high school students studying in government and private schools becomes highly relevant. Such a study helps in identifying whether significant differences exist in students' attitudes and the underlying factors contributing to these differences. It also provides valuable insights into how institutional environments shape students' perceptions and behaviors toward studying.

The present study aims to examine and compare the general attitudes of high school students in government and private schools, with a view to understanding the role of school environment in shaping these attitudes. The findings of this study may assist educators, administrators, and policymakers in designing strategies to improve students' academic attitudes, enhance learning outcomes, and bridge the gap between different types of educational institutions. **Wakghage (2011)** conducted a comparative study of attitude of government schools' students and private schools' students towards education. The findings showed that both categories of students had a similar positive attitude towards education. **Mete, Jayanta (2012)** conducted a study on attitude of secondary schools' students towards the study of humanity and their achievement. Found that: the boys and girls studying in government secondary schools do not differ in their attitude towards the study of humanity. **T. Ratanasiripong and Kathleen T. Chai (2013)** conducted a study of attitude has been used and presented widely. However, attitude has been consistently defined and measured in various terms. The finding is not conclusive, three attributes of attitude: belief, affection and evaluation are described

OBJECTIVES

1. To compare the general attitude of male students studying in govt. and private schools with respect to following components:
    a) Teachers and parents
    b) Discipline.
    c) Life and Humanity.
    d) Country.
    e) Religion.

2. To compare the general attitude of female students studying in govt. and private schools with respect to following components:
    a) Teacher and parents.
    b) Discipline.
    c) Life and Humanity.
    d) Country.
    e) Religion.

HYPOTHESIS

1. There is no significant difference between the general attitude of male students studying govt. and private schools with respect to following components:
    a) Teachers and parents.
    b) Discipline.
    c) Life and Humanity.
    d) Country.
    e) Religion.

2. There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to following components:
    a) Teachers and parents.
    b) Discipline.
    c) Life and Humanity.
    d) Country.
    e) Religion.

METHODOLOGY

For conducting the present investigation, survey technique under descriptive method was used.

Sample

For the present study a survey technique under the descriptive method of research was used. A total of 10 school was randomly chosen from district Shila of Himachal Pradesh. From 10 School a sample of 200 students was selected.

Tool

In the present study Sodhi's attitude scale, which was constructed by Dr. T.S. Sodhi (1974) was used.

RESULTS AND DISCUSSION

The data were analysed with the help of descriptive statistics and t-test was used to study.

Testing of Hypothesis- 1(i)

The data pertaining to information related to the general attitude of male

Table 1(i)

General attitude of Male Students Studying in Govt. and Private Schools with Respect to Teachers and Parents

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	6.64	3.39	0.47	0.12	98	0.17
2.	Private Schools	50	6.52	3.32	0.46			

From the above table it can be interpreted that the obtained 't' value of 0.17 does not exceed the table value at 0.05 level of significance and does not exceed the table value at 0.01 level of significance.

Therefore, hypothesis 1 (i) stating, "There is no significant difference between the general attitude of male students studying in govt. and private schools with respect to teachers and parents" is accepted.

Thus, we can conclude that general attitude of the male students studying in govt. schools do not differ significantly from the male students studying in private schools with respect to teachers and parents.

Hence, however the mean scores of male students studying in govt. schools is higher than the mean scores of private schools with respect to teachers and parents.

Testing of Hypothesis- 1(ii)

The data pertaining to information related to the general attitude of male students studying in govt. and private schools with respects to discipline is given in the table below:

Table 1(ii)

General Attitude of Male Students Studying in Govt. and Private Schools with Respect to Discipline

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	1.8	3.92	0.55	1.84	98	2.76
2.	Private Schools	50	3.64	2.60	0.36			

From the above table it can be interpreted that the obtained 't' value of 2.76 exceeds the table value at both level of significance.

Therefore, hypothesis 1 (ii) stating, "There is no significant difference between the general attitude of male students studying in govt. and private schools with respect to discipline" is rejected.

Thus, we can conclude that general attitude of the male students studying in govt. schools differ significantly from the male students studying in private schools with respect to discipline.

Hence, however the mean scores of male students studying in private schools with respect to discipline.

Testing of Hypothesis-1(iii)

The data pertaining to information related to the general attitude of male students studying in govt. and private schools with respects to life and humanity is given in the table below:

Table 1 (iii)

General Attitude of Male Students Studying in Govt. and Private Schools with Respect to Life and Humanity

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	5.05	5.51	0.77	2.39	98	2.12
2.	Private Schools	50	7.44	7.44	0.82			

From the above table 1 (iii) it can be interpreted that the obtained 't' value of 2.12. This value exceeds the table value at 0.05 level of significance but does not exceed table value at 0.01 level of significance.

Therefore, hypothesis 1(iii) stating, "There is no significant difference between the general attitude of male students studying in govt. and private schools with respect to life and humanity" is accepted at 0.01 level of significance and it is rejected at 0.05 level of significance.

Hence, however the mean scores of male students studying in govt. and private schools is higher than the mean scores of govt. students with respect to life and humanity.

Testing of Hypothesis-1 (iv)

The data pertaining to information related to the general attitude of male students studying in govt. and private schools with respects to country is given in the table below:

Table 1 (iv)

General Attitude of Male Students Studying in Govt. and Private Schools with Respect to Country

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	5.06	3.14	0.44	0.46	98	0.76
2.	Private Schools	50	5.52	2.90	0.41			

From the above table it can be interpreted that the obtained 't' value of 0.76 does not exceed the table value at both level of significance.

Therefore, hypothesis 1 (iv) stating, "There is no significant difference between the general attitude of male students studying in govt. and private schools with respect to country" is accepted.

Thus, we can conclude that general attitude of the male students studying in govt. schools do not differ significantly from the male students studying in private schools with respect to country.

Hence, however the mean scores of male students studying in private schools is higher than the mean scores of govt. schools with respect to country.

Testing of Hypothesis-1 (v)

The data pertaining to information related to the general attitude of male students studying in govt. and private schools with respects to religion is given in the table below:

Table 1 (v)

General Attitude of Male Students Studying in Govt. and Private Schools with Respect to Religion

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	9.52	4.47	0.63	1.88	98	2.02
2.	Private Schools	50	11.4	4.81	0.68			

From the above table 1 (v) it can be interpreted that the obtained 't' value of 2.02. This value exceeds the table value at 0.05 level of significance but does not exceed the table value at 0.01 level of significance.

Therefore, hypothesis 1 (v) stating, "There is no significant difference between the general attitude of male students studying in govt. and private schools with respect to religion" stands accepted at 0.01 level of significance, and it is rejected at 0.05 level of significance.

Thus, we can conclude that general attitude of the male students studying in private schools differ significantly from the male students studying in govt. schools with respect to religion.

Hence, however the mean scores of male students studying in private schools is higher than the mean scores of male students studying in govt. schools.

Testing of Hypothesis-2 (i)

The data pertaining to information related to the general attitude of female students studying in govt. and private schools with respects to teachers and parents is given in the table below:

Table 2(i)

General Attitude of Female Students studying in Govt. and Private schools with Respect to Teachers and Parents.

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	7.00	2.92	0.41	0.08	98	0.12
2.	Private Schools	50	7.08	3.28	0.46			

From the above table it can be interpreted that the obtained 't' value of 0.12 does not exceed that table value at both level of significance.

Therefore, hypothesis 2 (i) stating, "There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to teachers and parents" is accepted.

Thus, we can conclude that general attitude of the female students studying in govt. school do not differ significantly from the female students studying in private schools with respect to teachers and parents.

Hence, however the mean scores of female students studying in private schools is higher than the mean scores of govt. schools with respect to teachers and parents.

Testing of Hypothesis-2 (ii)

The data pertaining to information related to the general attitude of female students studying in govt. and private schools with respects to discipline is given in the table below:

Table 2 (ii)

General Attitude of Female Students Studying in Govt. and Private School with Respect to Discipline

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	4.04	2.44	0.34	1.28	98	2.23
2.	Private Schools	50	2.76	3.22	0.45			

From the above table 2 (ii) it can be interpreted that the obtained 't' value of 2.23. This value exceeds the table value at 0.05 level of significance but does not exceed the table value at 0.01 level of significance.

Therefore, hypothesis 2(ii) stating, "There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to discipline" is accepted at0.01 level of significance at it is rejected at 0.05 level of significance.

Thus, we can conclude the general attitude of the female students studying in private schools differ significantly from the female students studying in govt. schools with respect to discipline.

Hence, however the mean scores of female students studying in govt. schools are higher than the mean scores of female students studying in private schools.

Testing of Hypothesis-2 (iii)

The data pertaining to information related to the general attitude of female students studying in govt. and private schools with respects to life and humanity is given in the table below:

Table 2 (iii)

General Attitude of Female Students Studying in Govt. and Private Schools with Respect to Life and Humanity

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	7.04	5.26	0.74	0.02	98	0.02
2.	Private Schools	50	7.02	5.04	0.71			

From the above table it can be interpreted that the obtained 't' value of 0.02 does not exceed the table value at both level of significance.

Therefore, hypothesis 2 (iii) stating, "There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to life and humanity" is accepted.

Thus, we can conclude that general attitude of the female students studying in govt. schools do not differ significantly from the female students studying in private schools with respect to life and humanity.

Hence, however the mean scores of female students studying in govt. schools is higher than the means scores of private schools with respect to life and humanity.

Testing of Hypothesis – 2 (iv)

The data pertaining to information related to the general attitude of female students studying in govt. and private schools with respects to country is given in the table below:

Table 2 (iv)

General Attitude of Female Students Studying in Govt. and Private Schools with Respect to Country

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	6.6	2.68	0.37	0.12	98	0.24
2.	Private Schools	50	6.72	2.27	0.2			

From the above table it can be interpreted that the obtained 't' value of 0.24 does not exceed the table value at both level of significance.

Therefore, hypothesis 2(iv) stating, "There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to country" is accepted.

Thus, we can conclude that general attitude of the female students studying in govt. schools do not differ significantly from the female students studying in private schools with respect to country.

Hence, however the mean scores of female students studying in private schools are higher than the mean scores of govt. schools with respect to country.

Testing of Hypothesis-2 (v)

The data pertaining to information related to the general attitude of female students studying in govt. and private schools with respects religion is given in the table below:

Table 2 (v)

General Attitude of Female Students Studying in Govt. and Private Schools with Respect to Religion

Sr. No.	Area	N	Mean	SD	M	MD	df	't'
1.	Govt. Schools	50	10.6	4.18	0.59	0.56	98	0.68
2.	Private Schools	50	11.16	2.00	0.28			

From the above table it can be interpreted that the obtained 't' value of 0.68 does not exceed that the table value at both level of significance.

Therefore, hypothesis 2 (v) stating, "There is no significant difference between the general attitude of female students studying in govt. and private schools with respect to religion" is accepted.

Thus, we can conclude that general attitude of the female students studying in govt. schools do not differ significantly from the female students studying in private schools with respect to religion.

Hence, however the mean scores of female students studying in private schools are higher than the mean scores of govt. schools with respect to country.

FINDINGS OF THE STUDY

1. There is no significant difference between the general attitude of the male students studying in govt. and private schools with respect to teachers and parents.
2. There is significant difference between the general attitude of the male students studying in govt. and private schools with respect to discipline.
3. There is no significant difference between the general attitude of the male students studying in govt. and private schools with respect to life and humanity.
4. There is no significant difference between the general attitude of the male students studying in govt. and private schools with respect to country.
5. There is no significant difference between the general attitude of the male students studying in govt. and private schools with respect to religion.
6. There is no significant difference between the general attitude of the female students studying in govt. and private schools with respect to teachers and parents.
7. There is no significant difference between the general attitude of the female students studying in govt. and private schools with respect to discipline.
8. There is no significant difference between the general attitude of the female students studying in govt. and private schools with respect to life and humanity.
9. There is no significant difference between the general attitude of the female students studying in govt. and private schools with respect to country.
10. There is no significant difference between the general attitude of the female students studying in govt. and private schools with respect to religion.

EDUCATIONAL IMPLICATIONS

The results of the present study indicate that there is significant difference between the attitude of male and female students studying in govt. and private schools towards general attitude so on the basis of these results we may say that the attitude of male and female students on the variable of general attitude who are studying in private schools were found more as compare to their counterpart studying in govt. schools. Therefore, on the basis of to provide right type of education which developed all aspects of the personality to develop positive attitude towards discipline, country, religion among male and female students of govt. and private schools.

1. Enough time should be provided in the school timetable especially govt. schools so that every day children can participate in varies activities programmes.
2. To increase the interest of the students towards country, religion, life and humanity our national festivals like Gandhi Jayanti, Independence Day, Republic Day and the festivals of various religions should be organized in the school.
3. The parents of the children especially govt. school be aware about the important and benefits of positive attitude so that they may encourage their children to participate in different activities besides academic work.

References

Bhatnagar, A.B. (2010) "Measurement and Evaluation", M. Phil, M.Ed., Publisher: Near Govt. Inter College, pp.221-222.

Burrage, Charles, W. Ir, Ed. D. (2007) The Effects a 10 Week Personal Fitness Course on the Attitude and Behaviour of Community College Student, Students Dissertation Abstract International, V0I68, No.6, July 2007, p. 112A.

Chen, Jang Rong (2007) "Attitude of Elementary Physical Students With Disabilities in Taiwan", International Dissertation Abstract, Vol.68, No.9, March 2008, pp.3780A- 3781A.

Deshpande, M.B. (1984), An Analytical Study of Cognitive Effective Development and Scholastic Achievement of Tribal Secondary School Students, Ph.D. Education, Wag-4, p.360.

Fennema, E. and Sherman, J. A. (1980) "Sex Related differences in Mathematics Achievement and Related Factor", A further Study, Journal of Research in Mathematics Education, 9(3), pp. 189-203.

Guinn, Bobby (2000) "Activity Readiness and Exercise Self Efficiency, Perceived Behaviour Control and Attitude in High Functioning Older Adults', Research Quarterly, March 2002, Vol71, No. 1.

Gupta, K.M. and Gupta, Preeti (2003) Secondary Teacher Education Curriculum, A Journal of Indian Education, Vol.XXIX, No.3, 2003, New Delhi: NCERT.

Jai Prakash, Rai, P.K. and Srivastava M.K. (1989) A Study of Field independence in Tribal and Non-Tribal Children, Asian Journal of Psychology and Education, Vol.22, (3-4), 51-58.

Jung, C.G. (1921) (1971) Psychological types, collected works, Vol. 6, Princeton, NI: Princeton University Press, ISBN- 691- 01813-8.

Kaminski, D. M. (1982) "Girls and Mathematics and Science: An Annoted Bibliography of British Work", Studies in Science Education, 9, pp.81-108.

Kusuma, A. (1998) A Study of Factors Influencing Creating and Cognitive Styles in Tribal and Non-Tribal Children, Disabilities and Impairment, Vol. XII (2), 117-130.

Lok Sabha Debates Ser. 10th June, 41-42, 1995, Vol.42, No.41 - 42, Lok Sabha Secretariat, Parliament of India, 1995, Retrieved 2008, 2008-11-25", Adivaris are a Borigines of India".

Mete, Jayanta (2006) Attitude of Secondary School Students Towards the Study of Geography and their Achievement, Edu. Tracks, Hyderabad, Vol.6, No.4, December 2006, pp.38-40.

Narian, V. (1996) Achievement Motivation in Tribal and Non- Tribal Women, Indian Educational Review, Vol. XXI (2), 92- 98.

Pani, Mina Ketan (1993) A differential Study of Academic Performance in Reading Achievement and Cognitive Tasks Among Tribal Children, Psycho-Lingua, Vol.23(I), 19-24.

Ramdas, V. and Divya, T. (2007) Grading in School: Knowledge, Attitude and Practice of Elementaiy Teachers Edu. Tracks, Hyderabad, Vol.6, No. 11, July 2007, pp. 17-21.

Satyarthic, M.K. (1982) "A Study of the Effect of Economic Status on Student's Attitude Towards School Experience", Asian Journal of Psychology and Education, Vol.9.

Shakuntala, K.S. and Sabapathy Tara (1999) Teacher Adjustment as Related to Interest in and Attitude Towards Teaching Psycho- Lingua, Vol.29(2), 133-136.

Tripathy, A.N. (1986) Home and Personality Determinants of Intelligence and Social Competence of Tribal and Non- Tribal Children, Ph.D. Psy. Utkal University, pp.451-52.

Vernal, L. (1979) "Students Attitude Towards the School", Indian Education on Review, Vol.V, No.4, pp. 1-11.